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ABSTRACT

This curriculum guide offers a broad range of activities for a one-semester college freshman orientation course covering topics chosen based on research findings and a survey of vocational rehabilitation counselors and college instructors who teach deaf and hard of hearing students. Instructional activities stress "active doing" rather than reading or listening. The curriculum covers nine major topics: (1) the college structure, rules and resources; (2) time management; (3) study and test taking skills; (4) stress management; (5) self-esteem; (6) healthy lifestyles; (7) personal finances; (8) diversity; and (9) leadership. For each topical area, a general purpose is stated, then resources are identified, and specific instructional activities are described. Attached supplements include a sample syllabus, suggested involvement activities, a list of benefits and goals of a college education, and a student evaluation form. (DB)

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Essentials of College Living

Curriculum Guide

Compiled and Edited by
Carol Kelley
Hinds Community College
Raymond, Mississippi

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Introduction

INTRODUCTION

Approximately two-thirds of American college campuses offer some kind of freshman orientation. About seventy percent can be categorized as extended or full-semester, credit-earning courses. This is a strong indicator that most students find transition from high school to postsecondary education confusing to say the least. Students who are Deaf or Hard of Hearing often have experiences that are haphazard and many times traumatic. The estimated withdrawal rate of Deaf and Hard of Hearing students in two year colleges is sixty percent and up to seventy-two percent in the four year college (Foster & Walter, 1992).

Research has shown that orientation programs, especially those that are full-semester, are effective for promoting student persistence and academic achievement (Cuseo, 1991). To assist students who are Deaf and Hard of Hearing experience a smoother transition and persistence to graduation, I undertook the task of developing this curriculum guide.

Since time, budgets and student population are not the same for every institution, this guide can be adapted to meet the needs of your particular college. The format includes nine topics with a purpose and various resources and many activities from which to choose depending on the needs, interest and level of the students and the allotted time for the orientation.

The topics were chosen based on a survey of Vocational Rehabilitation counselors, college instructors who teach Deaf and Hard of Hearing students, PEC program coordinators, advisory board members and counselors from various areas of the Southeast. In addition, research findings recommended these areas as top-priority content for inclusion in a freshman orientation course (Cuseo, 1991).

The guide offers a broad range of activities rather than reading assignments and lecture since research indicates that students learn better by <u>doing</u> than by just reading or hearing material. Many activities (i.e., role play, small discussion groups and skits) encourage movement to provide a change in environment to control boredom and fatigue and to allow the students the opportunity to become better acquainted with their class members.

Lastly, the course supplements include a sample syllabus, involvement activities, the benefits and goals of a college education, student evaluation examples, and a list of the major resources and information where they can be obtained. The involvement activities are vital and should be interspersed throughout the curriculum to provide maximum opportunity for the development of relationships with peers and the instructor. These relationships are instrumental in encouraging students to persist in college.

Special heartfelt thanks goes to my colleagues Sandy Hester, Leslea Purvis and Tonia Erves who devoted many hours to the technical aspects of preparing this guide. Many other staff members, affiliates and associates were extremely helpful in providing willing assistance. For this I am very grateful.

College Structure, Rules and Resources

Purpose:

- To familiarize students with college resources
- To expose students to structure, rules and regulations
- To assist students in being successful in the system

THE COLLEGE STRUCTURE, RULES AND RESOURCES

PURPOSE: (1) To familiarize students with the major resources and sources of information about the college: the faculty, the support services, the college catalog/handbook and extracurriculular activities. (2) To expose students to the structure, rules and regulations of the college to assist them to successfully survive in the system.

RESOURCES:

1. BECOMING A MASTER STUDENT (295 - 301)
2. STRATEGIES FOR COLLEGE SUCCESS (10 - 28)
3. POSTSECONDARY EDUCATION CONSORTIUM (PEC) ORIENTATION CURRICULUM GUIDE
4. COLLEGE CATALOG
5. STUDENT HANDBOOK -- COLLEGE AND PROGRAM
6. HANDOUTS

ACTIVITIES:

1. USING YOUR COLLEGE CATALOG AND HANDBOOK

   Students read the general information section of the college catalog and answer the questions from "Using Your College Catalog" on pages 17-21 in Strategies for College Success. Using the college handbook, students answer the questions on the handout "Reading for Information". This can be assigned individually for homework, or it can be an "open book" test where students work together in pairs in the classroom.

2. SUPPORT SERVICES

   Students participate in a Scavenger Hunt whereby they seek and collect identified items/information (i.e., a financial aid application) from a list of on-campus resources. Students receive recognition as they successfully complete the exercise.

Provide a hands-on experience in the Services for Students with Disabilities for students to learn the process for tutoring and notetaking services, testing accommodations and other available services.

Students visit the major college/program support services/resources to meet the person responsible for the service and learn the function of the office and the procedure for utilizing the service. If the class is too large for this activity, the various campus offices can send a representative to the class. Students collect handouts and brochures to put in a binder for a future reference book.

Students tour the library and media center for a hands-on experience in utilizing the equipment and resources available. Assign library and computer work so students can practice.

Program staff and some second year students role play appropriate and inappropriate use of interpreting, tutoring, notetaking and counseling services.

3. INSTRUCTORS AS A RESOURCE

Require the student to meet with the class instructor individually outside of class at least twice during the semester for 20 minutes or less to touch base with students regarding how they are getting along in classes, the dorms and at home.

Students choose an instructor from a major that interests them and make a 30 minute appointment in their office for an interview (see pages 12-13 in Strategies for College Success). Students are responsible for securing an interpreter and/or notetaker if needed. The instructor's answers are written and turned in for a grade.

4. SURVIVING IN THE SYSTEM

The program and/or college counselor explain the semester schedule and demonstrate a computation of grade point average.

Campus Police and the Housing Director role play situations where potential problems could occur on campus (i.e., dorm, parking, sexual assault, burglary) and the appropriate solutions. References are made to specific areas of the Student Handbook.

Students create a file to keep important college documents (i.e., records and receipts of financial dealings with the college, grade reports).

5. EXTRACURRICULAR ACTIVITIES

Require that students attend 5 different extracurricular activities during the semester and complete the "Extracurricular Activity" form for each activity.

Invite sponsors of campus organizations to "advertise" in the class by presenting a brief skit and providing a brochure.

Ask second year students to present information on "What To Do On Campus During Your Free Time".

Make slides of various extracurricular activities and show them in class to stimulate interest.

6. SECOND YEAR OR PREVIOUS STUDENTS AS RESOURCES

Establish partners or assign one mentor to two or three students (depending on size of class and availability of mentors). Students keep a journal or write up brief progress reports about their interactions with the mentors. Mentors keep track of the contacts with the mentees.

Time Management

Purpose:

- To help students evaluate use of time
- To help students learn how to establish priorities and create schedules
- To help students learn how to control interruptions and avoid procrastination

TIME MANAGEMENT

PURPOSE: To Assist students in evaluating current use of time, establishing priorities, creating a schedule, controlling interruptions and avoiding procrastination.

RESOURCES:

1. BECOMING A MASTER STUDENT (CHAPTER 2)
2. MANAGING YOUR LIFE (CHAPTER 2)
3. STRATEGIES FOR COLLEGE SUCCESS (CHAPTER 3)
4. SCRIPTOGRAPHIC BOOKLETS BY CHANNING BETE CO., INC.

   WHAT EVERY STUDENT SHOULD KNOW ABOUT TIME MANAGEMENT

   WHAT YOU SHOULD KNOW ABOUT MANAGING YOUR TIME
5. HOW TO GET CONTROL OF YOUR TIME AND YOUR LIFE by Alan Lakein
6. CAI STUDY SKILLS MODULES AND NOTEBOOK
7. HANDOUTS

ACTIVITIES:

1. DIFFERENCE IN HIGH SCHOOL AND COLLEGE SCHEDULES

   Ask the class as a whole or break into small discussion groups to develop a list of differences in high school and college work schedules. As students respond with their answers, the instructor makes a list on the blackboard for discussion (see sample list).

   For comparison, one student could represent the high school work schedule and another the college work schedule.

2. PRIORITIZE

   Students make a "to do" list of things that they want to get done within 24 hours on a 3 x 5 card or one sheet of paper. They rate each thing on the list by priority using A, B or C. A's are those things that are the most

important. The B tasks are important, but less so than the A's; they can be postponed if necessary. C's do not require immediate attention. After all tasks are labeled, students should schedule time for all of the A's. They cross off each task as it is completed.

3. TIME INVENTORY

Students draw a circle and divide it into sections representing how they spend their time (i.e., sleeping, eating, studying, playing, etc.).

Using the "Time Monitor/Time Plan" form on page 45 in Becoming a Master Student, the student completes, for one week, the "monitor" column to get a detailed picture of how the actual time is spent eating, sleeping, studying, attending class, working -- everything. After completing the "Discovery Statement" on page 49 and reading "How to Plan Your Time" (50-51), the student fills in the "plan" column for the second week to more effectively manage time.

Students develop and keep a weekly and a monthly schedule similar to pages 45-46 in Strategies for College Success to practice better time management on a regular basis throughout the semester.

Using the "Time Management" handout and the checklist from the Time Unit Packet, students develop a Weekly Study Schedule.

Students work on the computer utilizing the disk and complete Module I "Managing Time" form in the CAI Study Skills Modules and Notebook.

4. CONTROLLING YOUR TIME

Students choose 20 ideas from the handout "How to Control Your Time" that they are not presently using but would be willing to try.

Utilize "The Seven Day Anti-procrastination Plan" from Becoming a Master Student on page 63. Assign students a day of the week. Write the day on a small poster. On the back write the suggestion tied to that day of the week. Students will explain and give examples to the class.

Students make a list of the interruptions they encountered as they attempted to study or complete tasks during the 1st week. They share individually or in small groups. The instructor lists the interruptions on the board and involves the class in a discussion of methods to control the interruptions.

Counselor, other staff members or second year students role play common interruptions and possible solutions.

Study and Test Taking Skills

Purpose:

- To acquaint students with reading, study, computer, and test taking techniques
- To provide tips to overcome test anxiety

STUDY AND TEST TAKING SKILLS

PURPOSE: To acquaint students with better reading, study, computer and test taking techniques. To provide tips to overcome test anxiety.

RESOURCES:

1. BECOMING A MASTER STUDENT (CHAPTERS 4, 6 AND 7)
2. STRATEGIES FOR COLLEGE SUCCESS (CHAPTERS 5, 6, 7 AND 8)
3. SCRIPTOGRAPHIC BOOKLETS

   HOW TO STUDY

   ABOUT MAKING THE GRADE AT COLLEGE

   SUCCESSFUL STUDYING - IT'S ALL ACADEMIC

   ABOUT TEST ANXIETY

   HOW TO BEAT TEST ANXIETY

   ABOUT COLLEGE AND STRESS (8 -11)
4. READING UNIT PACKET
5. VIDEO AND LESSON GUIDE - "THE SECRETS OF MAKING GOOD GRADES"
6. HANDOUTS
7. CAI Study Skills Modules and Notebook

ACTIVITIES:

1. THE STUDY ENVIRONMENT

   Students discuss the ideal study environment and evaluate their place of study by completing the "My Study Environments". Students discuss appropriate and inappropriate study environment.

   As an experiment ask students to read a new assignment and answer detailed questions. Direct one group of students to do the assignment in a "bad" study environment and one group in a "good" study environment. Allow students to share their experiences in class.

2. SQ3R STUDY READING METHOD

Utilizing the information from chapter 4 in Becoming a Master Student, individuals complete the review sheet in the Reading Unit Packet.

Students work on the computer utilizing the disk and complete Module IV "Reading Textbooks" from the CAI Study Skills Modules and Notebook.

3. TEST TAKING STRATEGIES

Invite instructors to demonstrate and discuss the different types of exams and to provide helpful strategies for successfully taking each one.

Students complete the review sheet in the Test Unit Packet using information from chapter 6 in Becoming a Master Student.

Using the computer disk, students complete Module V "Taking Examinations" from the CAI Study Skills Modules and Notebook.

4. TEST ANXIETY

Ask a counselor to discuss the causes of test anxiety and effective strategies for overcoming it.

Review relaxation techniques from the section on Stress Management and relate them to beating test anxiety. Practice relaxation techniques in class before exams.

5. SECRETS OF ACADEMIC SUCCESS

Students view "The Secrets of Making Good Grades". The instructor utilizes the study guide that accompanies the video for discussion and activities. Students complete the "Concentration Self-Evaluation". Ask students to role play the classroom behavior of a student who concentrates and one who does not.

Ask a panel of second year students to share their suggestions for making good grades.

Invite instructors to present "How to Impress the Instructor".

Using the handout, ask students to compare the characteristics of AB and DF students utilizing the blackboard to make lists of each.

Stress Management

Purpose:

- To help students recognize potential stress situations
- To help students become familiar with effects of long-term stress
- To help students develop stress management techniques

STRESS MANAGEMENT

PURPOSE: To help students recognize situations that may cause stress, become familiar with the effects of long-term stress, and develop effective stress management techniques.

RESOURCES:

1. BECOMING A MASTER STUDENT (236)
2. MANAGING YOUR LIFE (195 - 206 AND 219)
3. STRATEGIES FOR COLLEGE SUCCESS (190 - 205 AND CHAPTER 11)
4. THE STRESS MANAGEMENT HANDBOOK: A PRACTICAL GUIDE TO REDUCING STRESS IN EVERY ASPECT OF YOUR LIFE
5. SCRIPTOGRAPHIC BOOKLETS BY CHANNING BETE CO., INC

   ABOUT COLLEGE AND STRESS

   WHAT EVERYONE SHOULD KNOW ABOUT STRESS
6. VIDEOTAPES

   "RELAXATION PROCEDURES FOR HARD OF HEARING PEOPLE" BY DR. SAMUEL TRYCHIN

   "COPING WITH STRESS" WITH LESSON GUIDE

   "DEPRESSION: THE DARK SIDE OF THE BLUES"

   "HELP ME! THE STORY OF A TEENAGE SUICIDE"

   "THERAPY: WHAT DO YOU WANT ME TO SAY?"
7. HANDOUTS

ACTIVITIES:

1. SOURCES AND SIGNS OF STRESS

   Students complete the activity "Determining Your Sources of Stress" in Strategies for College Success on page 192

and break into small groups to share academic, social, and job stressors. Include a discussion of "positive" stressors (i.e., new job, wedding, pregnancy).

Ask students to get paper and pencil to prepare for a "Pop Quiz". After a couple of minutes explain that this is an exercise to identify signs of stress. List on the board the physical and the emotional feelings that students experienced. Lead a classroom discussion differentiating between physiological and psychological reactions to stress (see handout).

2. SIGNS OF LONG TERM STRESS

Students discuss and complete the "Symptoms of Stress Overload" activity. Instructor utilizes the exercise to identify students who may be experiencing anxiety and depression and makes appropriate referrals for assistance.

Students complete the activity "Recognizing Signs of Depression" from Strategies for College Success (200-201). Instructor leads a classroom discussion.

Discuss the link between depression and suicide, and the handout "Warnings Signs of Suicide" from Strategies for College Success on page 202. Ask students to convince their friends to seek help if they are displaying any of the symptoms.

3. COPING TECHNIQUES

Invite the program counselor or a staff member and a second year student to role play a situation with a "stressed out" student in a counseling session to learn effective stress management.

Instructor uses the lesson guide from the video Coping with Stress for discussion. Students view the 18 minute videotape.

The lesson guide contains activities to develop a stress reduction plan, to role play, and to identify stressful situations using pictures of facial expression and body language.

Assign the "Stress Management Take-Home Test". Students will answer the questions utilizing resources and complete the library assignment.

Ask students to read the handouts and resource book/booklets on coping with stress and list seven to ten

methods they use to manage stress. They should include techniques that they think are successful in addition to the ones they would like to change. Break into small discussion groups and let students share their coping techniques with each other and divide them into Successful and Unsuccessful Coping Techniques. Instructor constructs a master list on the board. Discuss the advantages and disadvantages of each.

Students view "Relaxation Procedures for Hard of Hearing People" and discuss what they are willing to try.

Invite an aerobics or yoga instructor to demonstrate exercise and relaxation techniques. Encourage students to enroll in classes.

Provide a five to ten minute session to share funny jokes/stories to emphasize the importance of humor as a stress reducer.

SELF-ESTEEM

PURPOSE: To help students assess their self image and improve the way they feel about themselves

RESOURCES:

1. SCRIPTOGRAPHIC BOOKLETS

   WHAT YOU SHOULD KNOW ABOUT SELF-ESTEEM

   ABOUT ASSERTIVENESS

2. VIDEOS

   "SELF-ESTEEM: FEELING GOOD ABOUT YOURSELF" (STUDY GUIDE)

   "YOUR IMAGE: MAKE IT WORK FOR YOU"

3. HANDOUTS

ACTIVITIES:

1. SELF-ESTEEM EXERCISES/EVALUATIONS

   Students complete the "Self Awareness" exercise. The instructor provides written feedback.

   Depending on time and the level of the class, students complete the handout "Evaluating Your Self Esteem" or the evaluation on pages 10-11 in What You Should Know About Self-Esteem.

   On a male or female silhouette students place words and pictures from magazines to describe how they perceive themselves. They place outside their silhouette pictures and words to describe how they wish to perceive themselves. Discuss the commonalities of their self-perceptions. Discuss ways to improve their self-image.

   Students interview an adult whom they admire. They ask the person to share a self-esteem problem they experienced as a young adult and how they resolved it. Ask students to report the results of the interviews to the class.

2. POSITIVE AND NEGATIVE SELF-ESTEEM

Students view "Self-Esteem: Feeling Good About Yourself". The instructor uses the questions from the study guide for discussion about negative self-esteem and how to improve it.

Ask students how people show negative and positive self-esteem with verbal and nonverbal communication. List the responses on the board.

Using the handout students demonstrate positive and negative self-esteem by role playing.

Write negative statements people say about themselves on note cards and distribute to the students. They role-play how they would respond to the statements to improve their self-esteem.

3. BUILDING SELF CONFIDENCE

One student tells the person sitting next to them one thing that they like about them. That person states "One thing _____ (name of person sitting next to them) likes about me is_____ and I do like that I_____ (states something they like about themselves). Students use this process to proceed around the circle.

Invite a speaker trained in Reality Therapy/Control Theory to present "How to get More Effective Control of Your Life".

Students read About Assertiveness and complete the handout "Inventory of the Self Concept". The counselor or someone from the community presents a brief workshop on "Assertiveness Training". Students role play assertive vs passive vs aggressive responses.

Seated in a circle each student passes a blank sheet of paper with their name at the top to the person on their right. That person writes something positive/nice on the paper and passes it to the next person. The papers are passed until everyone has written comments on everyone's paper. Students read aloud the comments on their paper to experience a good feeling about themselves.

Healthy Lifestyle

Purpose:

- To help students develop a healthy lifestyle
- To help students maintain a healthy lifestyle

HEALTHY LIFESTYLE

PURPOSE: To assist students with techniques for taking responsibility for the development and maintenance of their own healthy lifestyle.

RESOURCES:

1. WELLNESS WORKBOOK
2. STRATEGIES FOR COLLEGE SUCCESS
3. BECOMING A MASTER STUDENT
4. SCRIPTOGRAPHIC BOOKLETS

   WHAT EVERYONE SHOULD KNOW ABOUT STDs

   WHAT WOMEN AND MEN SHOULD KNOW ABOUT DATE RAPE

   MAKING RESPONSIBLE CHOICES ABOUT SEX

   ABOUT SYPHILIS AND GONORRHEA

   DATE RAPE -- A VIOLENT CRIME

4. VIDEOS

   "BIRTH CONTROL: YOUR RESPONSIBILITY, YOUR CHOICE"

   "FERTILIZATION AND BIRTH"

   "HERPES"

   "IT'S NOT JUST AIDS: DEAF PEOPLE AND THE EPIDEMIC"

   "CAN A GUY SAY NO?"

   "NO MEANS NO! AVOIDING DATE ABUSE"

   "RAPE PREVENTION: TRUST YOUR INSTINCTS"

   "The Grey Area: His Date/Her Rape"

   "TO YOUR HEALTH"

   "HEALTHY FOODS IN YOUR SUPERMARKET"

   "COCAINE TO CRACK: GINA'S STORY"

"DRUGS AND YOUR AMAZING MIND"

"DRINKING DRIVER: WHAT CAN YOU DO?"

"DRUNK DRIVING: AN ACT OF VIOLENCE"

"FEELING GOOD - ALTERNATIVES TO DRUG ABUSE"

"SMOKING: IT'S YOUR CHOICE"

ACTIVITIES:

1. GENERAL HEALTH

Students discover how well they take care of their body by completing the exercise on page 242 of Becoming a Master Student regarding eating, exercise, sleeping, harmful substances, and relationships.

Using the handout "Here I Am, #1", students write negative and positive feeling statements of various internal and external parts of their body (curly hair, fat thighs, straight teeth) as they see themselves right now. On "Here I Am, #2" students write statements of how they would like to be (ideal self - no more glasses, weigh 110 lbs., etc.). Students compare the two selves, taking note of what can and cannot be changed. Focus on the positive points and those things that can be changed.

Students keep for at least two days the "Health Activities Form" on page 187 in Becoming a Master Student to record the amount of exercise and how much food and drugs were consumed. In addition, they record reasons, circumstances and feelings. Students will use this activity to help identify changes they need to make in order to live a healthier lifestyle.

Using the "Success Questionnaire" on page 54 of the Manage Your Life Instructor's Manual, students share in small groups techniques they have used for past self-management projects (i.e., exercising regularly, eating nutritionally, controlling drinking, stopping smoking, etc.).

2. NUTRITION

Students take the American Cancer Society Quiz "Is Your Diet on Track?" and score it. Discuss the "Seven Dietary Guidelines" on page 243 of Becoming a Master Student.

Discuss the "Four Basic Food Groups" from page 80 of the Manage Your Life Instructor"s Guide and/or use the "Food Guide Pyramid" on page 179 of Becoming a Master Student. Students keep a "Nutrition Journal" recording what they eat for each meal and for snacks, the eating environment and their reaction.

Students view "To Your Health" and "Healthy Foods in Your Supermarket" and complete the "Reading Food Labels" activity in the lesson guide. From the Wellness Workbook on page 95, students complete the exercise matching various foods with their ingredients.

3. SUBSTANCE ABUSE

Instructor chooses from the following self-tests:

(a) "Addiction, How Do I Know"....." on page 255 of Becoming a Master Student

(b) "Warning Signs of a Drinking Problem" on page 220-221 of Strategies for College Success

22

(c) "Are You a Social Drinker?"

Students complete the test and score it. Discuss agencies where anyone (student, friend, or family member) who may have a problem can go for help.

Choose videos on drinking, smoking and/or other drug abuse for students to view. Invite a speaker from a Drug Rehabilitation Facility to present information on the topic and where to obtain help.

Ask a recovering alcoholic and/or drug addict to share their experience and recovery process.

4. EXERCISE

Students complete the "Moving Examination" activity on page 108 in the Wellness Workbook. Ask each student to find and review in the library a recent journal article related to the benefits of the exercise activity he/she most enjoys (i.e., swimming. running, skiing, etc.). Students write a one page paper comparing the benefits described in the journal article with the benefit they have personally experienced from the activity.

Invite a college physical education instructor or fitness class instructor to stimulate student interest in becoming more physically fit and to encourage participation in classes and sports activities.

Ask the class to wear exercise clothes and practice the exercises one can do before getting out of bed (page 116 in the Wellness Workbook). The same page contains water exercises that students can practice if a pool is available.

For fun, give each student a few balloons and go on a balloon walk. Students blow up the balloon, release it, and walk to where the balloon lands. Ask students to do something specific at each place where the balloon lands (jump in the air, touch their toes, etc.).

Invite a yoga instructor to teach a few physical postures and breathing exercises for a gentle way to exercise.

Visit a gym and do a tour.

Utilize the picture on page 218 in the Wellness workbook to demonstrate how to calm the mind. Distribute a copy to each student to use in the dorm and/or at home during stressful times.

4. HUMAN SEXUALITY

Students read Making Responsible Choices About Sex and view "Fertilization and Birth" to gain a better understanding of the reproductive system. Discuss in class the "Guidelines for Assertive Communication in Sexual Situations" on page 138 of Strategies for College Success. Develop scenarios and allow students to practice some of the strategies that facilitate abstinence on page 149. Students can view one or more of the following videotapes:

"Can a Guy Say No?"

"No Means No! Avoiding Date Abuse"

"Rape Prevention: Trust Your Instincts"

Invite a speaker from the Health Department or Planned Parenthood to present information on methods of birth control. The presenter can allow students to see various contraceptive devices and explain how to use them and their effectiveness. Show the video "Birth Control: Your Responsibility, Your Choice". Assign for homework page 151 in Strategies for College Success the exercise "Assessing Your Contraceptive Method: Comfort and Confidence Scale".

Students read the booklet What Everyone Should Know About STDs and choose or are assigned one of the Sexually Transmitted Diseases listed on page 171 of Strategies for College Success for a research project. They visit a family planning clinic and ask for a pamphlet about the disease and possibly interview a counselor at the center for more detailed information. Students write a report and attach the pamphlet.

Students complete the quiz on AIDS to determine how much they know about the disease. In addition, students complete the activity "Risk Assessment for AIDS" on page 162-163 in Strategies for College Success.

Students view "It's Not Just Hearing AIDS: Deaf People and the Epidemic". Invite a community agency expert on AIDS to answer questions after the videotape. Provide handouts and pamphlets.

Personal Finances

Purpose:

- To help students know about banking and budgeting
- To help students better manage personal finances

PERSONAL FINANCES

PURPOSE: To assist students to become more knowledgeable about banking and budgeting in order to better manage their personal finances.

RESOURCES:

1. BECOMING A MASTER STUDENT (258-291)

2. VIDEOS

   "BUDGETING PERSONAL INCOME" (LESSON GUIDE)

   "BANKS/ CREDIT/ BORROWING"

   "WHEN I NEED MORE MONEY"

   "BALANCING YOUR BANK STATEMENT"

   "WRITING A CHECK"

   "PLANNING A BUDGET"

3. S-M-A-R-T SPENDING: A YOUNG CONSUMER'S GUIDE BY LOIS SCHMITT

ACTIVITIES:

1. BANKING

   A representative from the college business office explains the college policy for cashing checks.

   Students view "Banks/ Credit/ Borrowing" and "When I Need More Money" to stimulate interest in the topic .

   Students view "Writing a Check" and "Balancing Your Bank Statement". Go on a field trip to a local bank or invite a banker to class to explain the process of opening a checking and/or savings account and balancing a bank statement. Provide students with forms to practice for homework.

   Invite a speaker to present "Credit Cards: Overuse can be Dangerous to Your Wealth". Distribute the handout from the NCFE entitled "Tips for Using Credit Cards".

2. BUDGETING

Students view "Planning a Budget" and "Budgeting Personal Income" and complete the form "How I Spend my Money" to evaluate their spending practices.

Utilizing the form "Decreasing Money Out" from Becoming a Master Student (pages 263-264), students develop a list of ways to decrease the amount of money they spend and share it in small groups.

Provide students with copies of the Money Monitor Form to record over the period of a month the money received and the money spent (see handout from Becoming a Master Student).

Use the form on page 275. Becoming a Master Student, to assist students in developing a Monthly Budget.

Using the book S-M-A-R-t Spending, the instructor gives case studies based on typical buying problems and divides the class into groups to look at what happened, why, and how it could have been avoided.

Students and instructor share personal experiences of money problems, budgeting and securing a loan. Alert students to the possibility of scams and preventive measures to take.

Diversity

Purpose:

- To help students develop an awareness of differences
- To help students develop appreciation of differences

DIVERSITY

PURPOSE: To assist students to develop an awareness and appreciation of individual/multi-cultural differences.

RESOURCES:

1. SCRIPTOGRAPHIC BOOKLETS

   ABOUT UNDERSTANDING DIVERSITY

2. PEC ORIENTATION CURRICULUM GUIDE

3. STRATEGIES FOR COLLEGE SUCCESS (258-299)

4. BECOMING A MASTER STUDENT (214-219)

5. VIDEOTAPES

   "BREAKING THE ATTITUDE BARRIER: LEARNING TO VALUE PEOPLE WITH DISABILITIES"

   "JUST LIKE ANYONE ELSE: LIVING WITH DISABILITIES"

   "WHO'S DIFFERENT?"

   "THE CURB BETWEEN US"

   "BIAS: A FOUR LETTER WORD"

   "MINORITIES: IN THE NAME OF RELIGION"

   "THE WAR BETWEEN THE CLASSES"

6. VIDEO AND LESSON GUIDE - "ADA: ACCESS FOR DEAF AMERICANS"

7. FIVE VIDEO SERIES - "AN INTRODUCTION TO AMERICAN DEAF CULTURE:
   RULES OF SOCIAL BEHAVIOR
   VALUES
   LANGUAGE AND TRADITION
   GROUP NORMS
   IDENTITY"

8. THREE VIDEOS - "INTERVIEW WITH KEN LEVINSON"
   "INTERVIEW WITH KIRSTEN GONZOLES"
   "INTERVIEW WITH MILDRED CRUICKSHANK"

9. VIDEO - "COMMUNICATION RULES FOR HARD OF HEARING PEOPLE"

10. VIDEO - "GETTING TO KNOW BARBARA" (LESSON GUIDE)

11. BLACK AND DEAF IN AMERICA: ARE WE THAT DIFFERENT, ERNEST HAIRSTON AND LINWOOD SMITH

12. "DEAFNESS AS CULTURE", DEAF LIFE, OCTOBER, 1993

ACTIVITIES:

1. UNDERSTANDING YOUR UNIQUENESS

Students complete the "Taking a Look Within" exercise from page 6 in About Understanding Diversity and compare their responses in small groups.

As a homework assignment, students fill in the Identity Gram and share selected answers in class.

2. UNDERSTANDING OTHERS

Invite a person or persons who are knowledgable of both cultures to discuss the topic "Deaf Culture/Hearing Culture: How to Coexist in the Classrom and on the Campus Without Oppression".

Students view "Minorities: In the Name of Religion", "Getting to Know Barbara" and/or "The War Between the Classes" and write a paragraph about the contributions two members of an ethnic or minority group (i.e., African-American, Japanese, Women, gay individual, person with a disability, etc.) have made to American society. Each student will give an oral report to the class. Instructor should monitor to avoid repetition of the same group.

"Bias: A Four Letter Word" and "Who's Different?" are viewed by the students. Instructor facilitates the exercise "Trading Places" to enable students to look at their expectations for roles and limitations of various culture groups.

Students bring a recipe and/or a food dish from another culture (Chinese, Mexican, German, etc.) and wear clothing from a different culture.

Students simulate a physical disability for a day by using a wheelchair, wearing a sling on one arm, taping the thumbs to the hand, or wearing dark glasses or a blindfold (see pages 291-292 in Strategies for College Success).

Students view "Just Like Anyone Else" and/or "The Curb Between Us". Instructor invites a speaker from Disability Support Services to talk to the class about ways to help students with disabilities feel more welcome on campus.

Students attend meetings of minority/cultural groups of which they are not a member and write about or discuss the experience.
Students view one of the videotapes from the series of six from "An Introduction to American Deaf Culture". They write a summary response paper.

Students view one of the videotape interviews with Ken Levinson, Kirsten Gonzoles or Mildred Cruickshank and write a summary response paper.

Invite guest speakers from various cultural groups to share their perspective (i.e., Deaf, Hard of Hearing, Oral Deaf, Deaf-Blind, Deaf-Secondary Disability, Black Deaf, Gay Deaf, Native American Deaf, Foreign/Multilinqual Deaf).

3. DISCRIMINATION

Students view "Breaking the Attitude Barrier: Learning to Value People With Disabilities". Instructor will utilize the workbook for activities.

Students write on an index card one or two incidents of discrimination they have experienced (or witnessed), how they felt, how it influenced their future behavior, and what they did. No names are written on the card. The instructor collects the cards, mixes them and distributes them to class members who will read the cards out loud (see page 268 in Strategies for College Success).

Use The ADA & You: A Guide for Deaf and Hard of Hearing People and the video "ADA: Access for Deaf Americans" to stimulate a discussion on the various titles of the ADA.

Leadership

Purpose:

- To help students become effective leaders
- To help students develop better communication, teamwork and problem solving skills

LEADERSHIP

PURPOSE: To assist students to become effective leaders through the development of better communication, teamwork and problem solving skills.

RESOURCES:

1. SCRIPTOGRAPHIC BOOKLETS

   HOW TO DEVELOP YOUR LEADERSHIP SKILLS

   ABOUT IMPROVING YOUR INTERPERSONAL SKILLS

   ABOUT ASSERTIVENESS

2. WELLNESS WORKBOOK

3. HANDOUTS

ACTIVITIES:

1. LEADERSHIP QUALITIES

   Discuss the topic "leader" using the Quality Circle handouts.

   Invite Deaf, Hard of Hearing and hearing students who have attended a Leadership Training Workshop and/or campus staff who are experienced in leadership training to discuss the qualities of a good leader.

   Divide students in groups and ask them to list ten qualities of a good leader. Ask each group to report their list to the class and tell why they chose those qualities. The instructor will keep a master list on the board.

   Students evaluate their leadership skills by completing the exercise "Take Time to Analyze Yourself" on page 13 of How to Develop Your Leadership Skills.

   Invite Deaf/Hard of Hearing leaders from the community to report on the important leadership skills they already had and those they had to acquire to become effective leaders.

2. COMMUNICATION SKILLS

Discuss "How to Know You Understood". Ask students to list on the board ways they assure that they understand what has been communicated to them.

Students learn the importance of carefully following written communication by completing the activity "Can You Follow Directions?".

Ask second year students to explain, demonstrate and/or mime the "Non-Building Blocks of Listening" on page 180 of the Wellness Workbook. Class members then make a list of the Building Blocks for effective "active" listening.

Using the handout "Good Listening/Bad Listening" developed at the 1993 PEC Leadership Training Workshop, the instructor gives the class a description of a "bad" listener and asks the class members for corresponding "good" listener skills.

Provide students with a copy of the "Assertive Bill of Rights" and information from the booklet About Assertiveness. Invite an assertiveness trainer to present a class workshop. Develop scenarios for practicing assertiveness skills.

3. TEAM BUILDING

Students learn to arrive at consensus by completing the "Characteristics of a Good Professor Worksheet". After working together in a group, students explain how they were able to come to an agreement.

Divide students in groups and ask them to participate in "The Life Boat Game". Each group explains the process they used to decide which six persons would remain on the life boat.

4. PROBLEM SOLVING

Instructor demonstrates how to solve a simple problem (i. e., where to eat dinner) using the handout entitled "Problem Solving Steps". Students are given an assignment to use the handout to solve a common pertinent problem (i.e., choosing a major).

Students learn to problem solve in a group utilizing the format "Reality Therapy Group Session" developed by Dr. Samuel Buchholtz.

Students use "10 Tips for Problem Solvers" to learn individual problem solving techniques.

Course Supplements

- Sample Syllabus
- Involvement Activities
- Benefits and Goals of a College Education
- Student's Evaluation
- Major Resources

ESSENTIALS OF COLLEGE LIVING (EDU 1103)

TUESDAYS AND THURSDAYS — 8:00 - 9:15 AM

MEDIA CENTER CLASSROOM #2

INSTRUCTORS: Leslea Purvis — Office: Services for the Deaf and Hard of Hearing
Phone: 857-3482

Carol Kelley — Office: Services for the Deaf and Hard of Hearing
Phone: 857-3310

REQUIRED TEXTBOOK:

Starke, M. C. (1993). Strategies for College Success. Please bring this book to each class session as we will be doing many of the activities in class.

REQUIRED BOOKLETS:

The following Channing L. Bete Co. booklets are required:
(1) **About College and Stress** (2) **About Self-Esteem**
(3) **Develop Your Leadership Skills** (4) **About Wellness**
(5) **About Understanding Diversity** (6) **About Time Management**
THESE BOOKLETS MAY BE IN THE BACK OF THE BOOKSTORE.

SUPPLIES:

One three ring vinyl binder
Three #2 pencils
Two pens (black or blue)
One highlighter
One folder with pockets

PURPOSE OF COURSE:

To provide an opportunity for you to learn and adopt methods that support your success in college.

COURSE GOALS:

The student will improve the following skills:
1. Knowledge of college rules and resources
2. Time and stess management
3. Study and test taking
4. Personal and social adjustment
5. Money management

UNIT GOALS:

The student will
1. learn to use college resources and understand how the rules of the college effect success.
2. develop sources of relief for college stress.

3. learn to evaluate current use of time, establish priorities, create a schedule, control interruptions, and avoid procrastination.
4. acquire better reading, study, computer and test taking skills.
5. develop an awareness and appreciation of cultural differences.
6. understand the importance of self-esteem, assess self-image and learn steps to improve.
7. learn responsibility for health by controlling lifestyle.
8. acquire methods of leadership development.
9. develop independent living skills in the area of budgeting and banking.

GRADING POLICY

Grades will be earned on the point system.

1. **Class participation = 10 points**
   Absences will affect the participation grade. If you are not present, you obviously cannot participate.
2. **Assigned activities = 100 points**
3. **Midterm test = 20 points**
   Optional, if you have completed all assigned work and had no more than **ONE (1)** absence prior to the test date.
4. **Final exam = 20 points**
   Optional, if you have completed all assigned work and had no more than **ONE (1)** absence since midterm test date.

GRADING SCALE:

A = 121 - 150 points
B = 91 - 120 points
C = 61 - 90 points
D = 31 - 60 points
F = 0 - 30 points

NOTE: ASSIGNMENTS ARE DUE IN CLASS ON THE DATE ASSIGNED. TWO (2) POINTS WILL BE DEDUCTED FOR EACH DAY THE ASSIGNMENT IS LATE. ASSIGNMENTS THAT ARE NOT HANDED IN WILL RECEIVE ZERO (0) POINTS.

ATTENDANCE-WITHDRAWAL POLICY:

Attendance in class is a key factor of success in college. **Students are expected to attend class.**

See pages 45-47 in the 1994-1995 Student Handbook and the "Class Absence Policy" handout.

INVOLVEMENT

PURPOSE: To assist students to become acquainted with the other members of the class. Research documents that peer relationships are instrumental in encouraging students to persist in college.

RESOURCES:

1. HANDOUTS

2. STRATEGIES FOR COLLEGE SUCCESS (33-36)

ACTIVITIES:

1. NAME CARDS

   Ask students to write their names on index cards and fold them so they stand on their desks in front of them during the first few sessions of class to assist students to become acquainted.

2. BINGO GAME

   Near the beginning of the semester, involve students in "Peer Scavenger Hunt Bingo".

3. INVOLVEMENT EXERCISES

   As often as possible, choose one of the "Involvement Exercises" from the handout that relates to the subject of the day and ask students to sit in a circle to participate.

4. BOUNDARY BREAKER

   Near the middle of the semester or during the topic on Self-Esteem, use the "Boundary Breaker" exercise for more intense involvement. Students participate in a closed circle.

5. ROLE PLAY

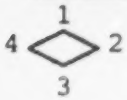
   Students demonstrate ways to get people involved by facilitating an activity (i.e., teaching a class, hosting a party, working on a group project).

Involvement Exercises

1) **Wallet** — Take 2 items out of your wallet – show what they are and tell why they are significant.

2) **Name Game** — State your full name. Tell where your name originated, whether you like you name or not, your nickname, and how you got it, if you could change your name what would you change it to and why? If married why you took your spouse's name, if not married would you take you spouse's name? Do you like you name? etc.

3) **Draw a diamond**



Put your name in the center. At top point, list 2 people who are important to you, 2) 2 things you are capable in, 3) 2 things you like to do – one by yourself – one with other people, 4) an important decision you have yet to make. (Relates to four needs). Share at least 2 preferably 4 with group.

4) Tell about a goal you set for yourself in the past year and how you achieved it?

5) Tell about a goal you have set for yourself in the coming year and your plan to achieve it.

6) Tell 2 things about yourself that no one else in the group knows.

7) Tell 2 qualities you have that enable you to "help" others.

8) Tell 2 things you did for 2 different people this week that "helped" them.

9) Tell 2 statements someone could say to you to make you feel "good".

10) List 20 things you do for fun – be spontaneous, do it off the top of your head – then put an R next to those you do alone
W next to what you do with others
R/W for those which it doesn't matter if you do alone or with others

Then put the day, season, date or anything else which identifies the last time you did it.

Put a dollar sign next to those that cost money.

Choose or list those activities you did in the past week – tell what they were; tell what you learned about yourself and the way you have fun, what you were pleased to discover, what you weren't pleased to discover.

11) Is there anything/anyone you would give your life for? What and why?

12) Say one positive (true!) thing about the person next to you. Person then says "Yes, I agree I am repeat compliment and I am also add a second compliment."

13) If you could give a friend a quality or characteristic you like about yourself what would it be and why? To whom would you give it?

14) List all the best friends you ever had/have – tell where you met them, how, whether or not you still see them.

15) Draw a flower with a center and J petals. In the center list 2 assets you were born with, in the top petal 2 skills you acquired, in the next petal (going to the right) 2 qualities of people you work with (or live with, play with, etc.) in the next, 2 characteristics of the environment in which you work (live, etc.), next 2 skills/traits you want to acquire, next list 2 goals you have for yourself in the coming year. Share at least 3 "petals" with the group.

16) Tell the group one of your greatest achievements.

17) Tell 1 "nice" thing you've done for yourself this week, and something you've done for another.

18) Tell the group 2 things you are really good at doing.

19) Think of any photograph which contains your picture in which you are shown being successful. Tell us the story.

20) If you had to leave your home unexpectedly and could only take one thing what would it be and why?

21) If you were to write a pledge of thanks to yourself what would you say? Why?

22) Give each participant a piece of paper. On the paper draw, write – create a bumper sticker which you would display to the public.

23) In groups I feel most comfortable when the leader _____ .

24) If you were having a birthday party for yourself and could invite someone from history (past) who would it be and why? Or, if you could invite someone famous who would it be and why?

25) If you came back to life as an animal what would you be and why?

26) If you could be a piece of fruit what would you be and why?

27) Put a piece of paper on each person's back with an occupation on it. (trapeze artist, zoo-keeper, airline stewardess, pilot, boyscout/girlscout leader, etc.). Each participant looks at others' occupation, not their own. Participants then ask questions of one another to help identify their occupation, i.e. do you like to swing, do you like height, etc.

BOUNDARY BREAKER

Close Circle

I will ask the questions and everybody will answer. It is important that everybody answer all the questions.
Short answers are best, one word if possible.
We are here to listen, not to argue or even discuss.
The purpose is to learn about each other and to help remove some of the barriers that we have between us.
If you are not ready to answer say "pass" and I will come back to you.
It is okay to give the same answer that someone else gave if it was your first honest response.

Remember, the key word is LISTEN, LISTEN, LISTEN.

1. Who is the most important person who has lived in the last 100 years?
2. What was the best movie you have ever seen?
3. What was the last book you read?
4. What is the most beautiful thing you have ever seen?
5. What do you do for fun?
6. What is the achievement in your life that you feel the best about?
7. When do you feel free?
8. Where do you feel the most accepted?
9. What was the last good joke you heard?
10. If you could be an animal other than man, what would you be? Why?

From what you have just learned answer the next questions.

1. Who in the group could you work best with over a period of time?
2. What answer surprised you?
3. Who did you learn the most about?
4. Who would you like to learn more about?
5. Who is the most like you?
6. What answer pleased you the most?

GETTTING TO KNOW YOU

BINGO

likes liver	attended public school	enjoys garden work	reads poetry	sleeps in pajamas
drives a ford truck	has more than three siblings	has visited Gallaudet or NTID	watches Mon. night football	rides a bike at least once a week
likes country music	lives in the dorm	reads the comic strips regularly	believes in magic	works cross-word puzzles
likes cotton candy	has lived on a farm	is wearing glasses	born the same month as me	has slept in a tent
can dance the "twist"	has blue or green eyes	has traveled on a train	eats anchovies	drives a van

GETTING TO KNOW YOU

Name _____ Phone_____

My hometown is:	
The best thing to do in my hometown is:	
I have this many sisters and brothers:	
My favorite TV show is:	
My favorite saying is:	
The best part of high school was:	
The worst thing about high school was:	
The best event I've been to was:	
If I were rich and could do anything, I would:	
Five years from now, my ideal job would be:	
My greatest expertise is:	
On a scale of 1-10, my academic motivation is:	
My biggest concern about college is:	
My biggest success so far is:	

BENEFITS AND GOALS OF A COLLEGE EDUCATION

PURPOSE: To develop an awareness that a college education has positive effects on many areas of a person's life; it affects attitudes, values, beliefs, self-concepts, personal and interpersonal relationships as well as careers and finances.

RESOURCES: Strategies for College Success (1 - 9)

ACTIVITIES:

1. REASONS FOR ATTENDING COLLEGE

   For involvement students share their background prior to enrolling in this class (i.e., transferred from another postsecondary institution, attended immediately after high school graduation, worked for a couple of years before attending).

   From a list students rank the three most important reasons and the three least important reasons for enrolling in college. Students can read their ratings and the instructor can tabulate them on the board, or divide into small groups to share and tabulate their rankings.

   The instructor states other benefits associated with a college education to stimulate further discussion.

2. DETERMINING YOUR GOALS

   Students answer the questions from "Determining Your College Goals" on page 8. This activity can be assigned for homework (as a written activity) or can be used in class, whereby one student introduces another by discussing the answers on the activity form.

3. SOPHOMORE STUDENT RESPONSES

   Invite two or three second year students to present their reasons for attending college, their college goals and their expected benefits from a college education.

I enrolled in college to

_____ prepare for a job or profession

_____ find a spouse or mate

_____ gain knowledge

_____ get a degree

_____ learn problem-solving skills

_____ learn how to learn

_____ have something to do

_____ please my parents

_____ make friends

_____ raise my economic prospects

_____ gain security

_____ gain prestige or status

_____ become more mature

_____ have fun

_____ become a more productive member of society

_____ open new avenues

_____ learn to think and question

_____ gain self-confidence and self-esteem

_____ find a focus for my life

_____ advance in my career

_____ understand myself better

_____ other _____

_____ other _____

HOW TO's FOR COLLEGE SUCCESS

1. How to manage your time:
   -Begin conquering the clock by making a list.
   -Arrange a study schedule.
   -Make every minute count.
   -Look for ways to make time.
   -Make good use of peak times.
   -Keep a time log.
   -Avoid stalling.

2. How to develop good study habits:
   -Locate a good study area.
   -Establish reasonable objectives.
   -Get an overview of the assignment before you.
   -Study with a pencil in your hand.
   -Review what you've covered.

3. How to become adept at taking tests:
   -Ask about the nature of the test.
   -Review previous tests.
   -Begin reviewing early.
   -Be rested and prepared.
   -Know the different requirements for objective and subjective tests.

4. How to impress your instructor
   -Go to class and take good lecture notes.
   -Be on time to class and appointments.
   -Show an interest in the subject.
   -Take charge of your time and plan its use wisely.
   -Put some you-niqueness in your work.
   -Accept constructive criticism in a positive manner.
   -Attend to the details, the little things mean a lot.

Adapted from Key: A Guide to College and Careers. Pp. 18, 22, 23.

Contributed by the University of Alabama, Tuscaloosa.

ESSENTIALS OF COLLEGE LIVING (EDU 1103)
COURSE EVALUATION

Instructor: Wimbish/Kelley

Rate (check ✓) each of the items below according to the following scale:

SA = strongly agree; A = agree; NO = no opinion;
D = disagree; SD = strongly agree

Essentials of College Living assisted me in:

		SA	A	NO	D	SD
1.	becoming more aware of campus resources (offices, services, activities, etc.)..	___	___	___	___	___
2.	making contact with and using more campus resources.....	___	___	___	___	___
3.	learning college policies and rules.....	___	___	___	___	___
4.	more effectively taking class notes.....	___	___	___	___	___
5.	preparing for tests	___	___	___	___	___
6.	gaining an increased awareness of the library resources available and using them more efficiently.....	___	___	___	___	___
7.	taking tests	___	___	___	___	___
8.	organizing and writing summary articles.	___	___	___	___	___
9.	gaining a better understanding of myself.....	___	___	___	___	___
10.	feeling more positive about attending college	___	___	___	___	___
11.	making a smoother transition from high school to college.....	___	___	___	___	___
12.	gaining a better understanding of AIDS..	___	___	___	___	___
13.	developing better study skills.....	___	___	___	___	___
14.	developing better ways to handling stress	___	___	___	___	___
15.	using the computer for class assignments.	___	___	___	___	___

	SA	A	NO	D	SD
16. The text: Master Student by Ellis assisted me in adjusting to college life.	___	___	___	___	___
17. I learned a great deal in this course and would recommend it to other students.....	___	___	___	___	___

18. What comments can you make about the textbook Master Student? (Was it readable? Did you learn useful or interesting information from it? Were the exercises helpful? How does it compare with textbooks in your other courses? Did you like it?)

19. What comments can you make about the booklets (ex. Time Management, How To Study, Self-Esteem, College and Stress, ect.)?

    Did you learn useful or interesting information from them? Did you like them?

20. Were the captioned videotapes helpful? (ex. AIDS, Test Taking, etc.) yes _____ no _____

21. Picture yourself being approached by an incoming freshman asking how worthwhile the Essentials of College Living Class is. How would you respond (answer)?

Name _____ Date _____

EDU 1103
Essentials of College Living

CLASS FEEDBACK FORM

Class Topic _____

Speaker _____

Activity _____

Assignments _____

SA = Strongly Agree
A = Agree
N = Neutral
D = Disagree
SD = Strongly Disagree

Please circle your choice.

1. Lecture and/or class presenters were interesting and informative.

   SA A N D SD

   Comments _____

   _____

2. Students were attentive and participated.

   SA A N D SD

   Comments _____

   _____

3. The information presented assisted in providing increased knowledge and understanding of the class topic.

   SA A N D SD

   Comments _____

   _____

4. Visual aids were used to enhance the lecture.

SA A N D SD

Comments _____

_____

5. The class presentation techniques were appropriate for the members of the class.

SA A N D SD

Comments _____

_____

List the successful or positive aspects of this class. _____

_____

_____

_____

List ideas or changes for improving this class. _____

_____

_____

_____